**Daily Lesson Plan**

**Subject:** Social Studies

**Topic:** Land and Regions

**Grade:** 5th Grade

**Allocated Time:** 1 hour (5-10 minutes extra if needed)

**Class Size:** 25 students – 3 students have ADHD and 5 others have ADD. The makeup - 10 Caucasian, 7 African American, 5 Hispanic, 3 Asian.

**State Standards:**

**7.2.5.A** Describe the characteristics of **places** and **regions**.

**7.2.5.B**

Identify the basic physical processes that affect the physical characteristics of **places** and **regions.**

**Goal for Understanding:**

Students should be able to describe the characteristics of places and regions in the United States. (If necessary the world can be discussed/studied).

Also students should know the different processes that can affect the physical characteristics of places and regions throughout the United States. (Discuss the world if necessary)

**Instructional Objective (Statement):**

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| **Student Behaviors**  Ask about land and regions in the U.S. (discover what students know) | **Sources of Evidence**  What the students respond will give you a good idea if they have been exposed to different places and regions. | **Criteria for Evaluation**  Students responding when called upon. (Call on a mix of students who volunteer and don’t volunteer)  Or  Have students write on a dry erase board and hold their answers in the air. |
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**Procedure:**

**Teaching to the Objective**

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| **Estimated Time:**  5 minutes  10 minutes  15 minutes  10 minutes  15 minutes  5 minutes | **Teaching to the Objective:**  **Introduction/Motivation/**  **Prior Knowledge**  Ask the students questions about the different types of land areas they know.  That way you can discover what type of vocabulary they have about land and regions.  Going over vocabulary terms that are associated with land and regions.  **Developmental Activities:**  Have a handout with a picture that includes all of these different types of places or regions. (1-2 handouts)  Have the students label the different types of land, and the different regions in the United States.  (2nd part)  **Introduction/Motivation/**  **Prior Knowledge**  Discuss with students what processes can occur in several different places or regions.  Give the students another handout and ask them to label what physical processes occur that affect the physical characteristics of **places** and **regions. (Mountains, Oceans, rivers, wind etc.)**  **Wrap up the lesson, quickly go over some of the physical processes that affect the physical characteristics of places and regions.**  **Discuss with the class what we learned today:**   1. Different types of land and regions 2. Physical processes that affect the physical characteristics of places and regions.   \*\*Explain to students why knowing this is important.\*\* | **Differentiation:**  Have a handout of the United States handed out so the students can label what areas have what type of land.  Also have a powerpoint picture up for the students to look at and you can write on the board.  Saying them out-loud, using them in a sentence, writing the word on the board and then writing the definition.  Use handouts, verbally explain the directions, and visually show the students these handouts with projector.  Use the powerpoint to point out the different regions in the United States and make the students wonder, “What does happen?”  If students are struggling have them work in pairs or groups of three depending on the class size.  Use the powerpoint as an aid if needed. |

**Follow-up:** Maybe a follow up with a homework assignment on another area/country in the world.

Then you could give a quiz at the end of the week.

**References:**

“Horizons United States History: Beginnings”. Harcourt copyright 2005.